Saskatchewan
Education

Resource-Based Learning

Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres

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The terms "learning resource centre" and "resource centre" rather than "library" have been used throughout this document. Saskatchewan Education believes this choice more aptly reflects the purpose of the learning resource centre, which is to provide resource-based learning opportunities for students. The word "library" has been used only when quoting directly from another source or when referring to traditional terms within the field. These terms include "teacher-librarian," "library technician" and "library aide."

Introduction

The Minister's Advisory Committee on Curriculum and Instruction was established in the fall of 1981 with a mandate to determine the strengths of the educational system in Saskatchewan and to identify the aspects of the system that are in need of change. The Committee's final report, *Directions*[1], reaffirmed that education in Saskatchewan is based upon a commitment to meeting the many and varied needs of the individual learner. The report recommended changes which would ensure quality education in all schools in Saskatchewan.

The Minister's Advisory Committee on Curriculum and Instruction also addressed the role of the resource centre in meeting needs of individual learners and in supporting curriculum. It stated, "The role of the learning resource centre is to provide access to a wide variety of resources that are chosen to support the curriculum and meet the individual needs of staff and students. In addition, the learning resource centre provides programs and services that ensure the effective use of those resources and thus improve the quality of education in the school."[2]

A sub-project report, commissioned by the Advisory Committee, found that the quality of resource centre programs in Saskatchewan varies widely.[3] In some divisions exemplary programs were found; in others, virtually none. This indicated the need for more information and guidance related to developing effective school resource centre programs.

This sub-project report recommended that a Learning Resource Centre Advisory Committee be established to develop policy and guidelines for resource centres.

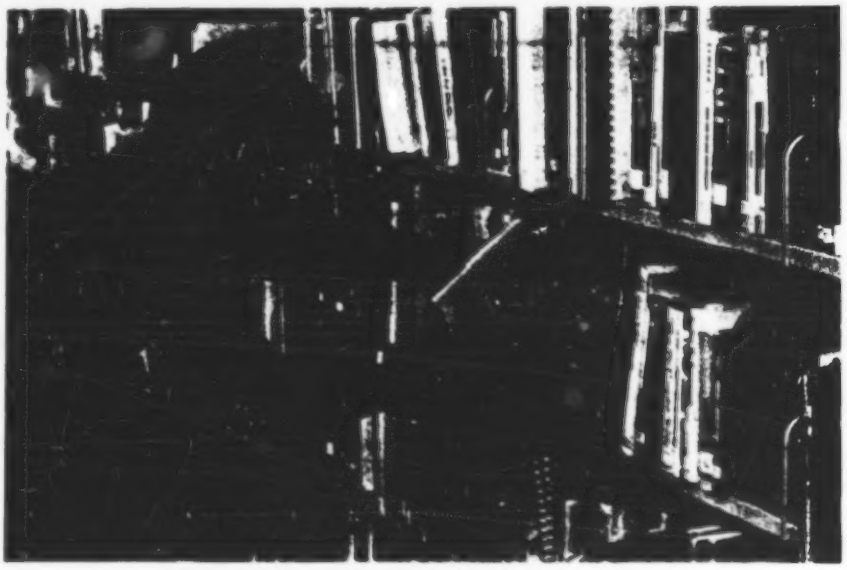
In response to this recommendation the Minister of Education appointed an Advisory Committee on Learning Resource Centre Services in late 1985. The Committee included representatives from the Saskatchewan League of Educational Administrators, Directors and Superintendents; Saskatchewan School Trustees Association; Saskatchewan Teachers' Federation; Saskatchewan Association of Educational Media Specialists; Saskatchewan Library; University of Saskatchewan; University of Regina; and Saskatchewan Education.

The Advisory Committee on Learning Resource Centre Services met regularly throughout 1986 and developed a series of recommendations. *Resource-Based Learning*, is based on these recommendations. *Resource-Based Learning* has three major sections: Saskatchewan Education's Resource Centre Policy, a set of guidelines and an outline of responsibilities.

The policy statement affirms Saskatchewan Education's commitment to resource-based learning and to resource centre development, as a means of implementing resource-based learning in the province's schools.

By outlining three stages of development, the guidelines describe how quality resource centre service can be achieved.

Finally, the outline of responsibilities describes the roles played by the province, the school division and the school in meeting the standards suggested in the guidelines.



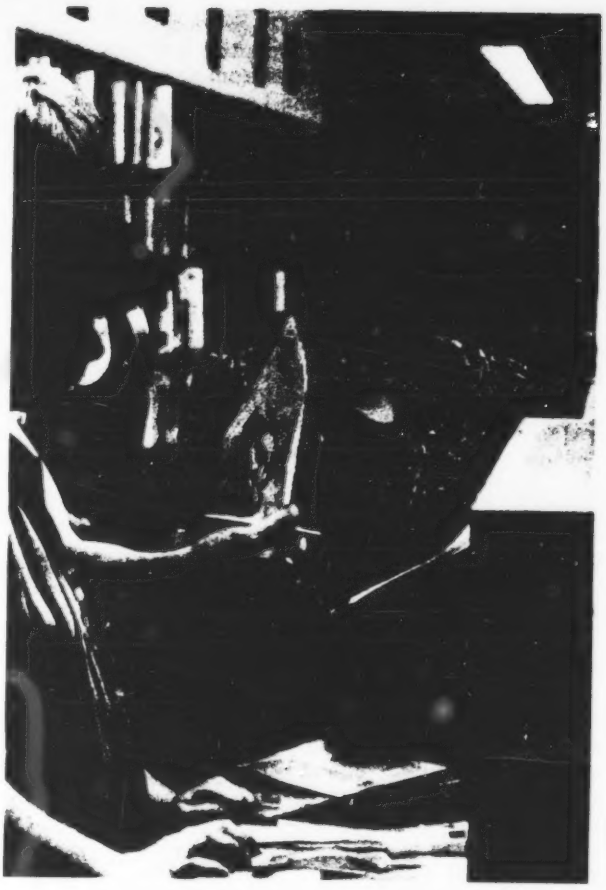
[1] *Directions: The Final Report*. Minister's Advisory Committee, Curriculum and Instruction, Regina: Saskatchewan Education, 1984.

[2] *Directions: The Final Report*. Minister's Advisory Committee, Curriculum and Instruction, Regina: Saskatchewan Education, 1984. p. 39.

[3] *Learning Resource Centres in Saskatchewan*, Alixe Hambleton, Regina: Saskatchewan Education, 1983.

Saskatchewan Education's Learning Resource Centre Policy

Two of the most important goals of education in Saskatchewan are to meet the many and varied needs of individual learners, and to develop in students the information processing skills necessary to handle increasing amounts of information and expanding technology. Saskatchewan Education advocates resource-based instruction as a means of achieving both of these goals. Because the learning resource centre is the most effective way of providing materials and services necessary for resource-based learning, Saskatchewan Education affirms the importance of resource centre service.



Program is at the heart of resource centre service. The school learning resource centre program should reflect the curricular needs, expectations and goals of the school and the school division. The resource centre program is dependent on four basic components: personnel, facilities, collection and budget. Saskatchewan Education makes the following recommendations about each of these components.

Personnel: An effective resource centre program requires both professional and support staff. A program integral to the curriculum should be under the direction of a teacher-librarian whose time is spent on professional tasks.

Facilities: The resource centre requires adequate facilities to fulfil its goals. Appropriate storage, furnishings and equipment should be provided, in addition to attractive and functional space.

Collection: Every resource centre should have a basic collection which is catalogued and organized to make it accessible to teachers and students.

Budget: An adequate budget should be provided for the resource centre in order to maintain it and provide for future development of programs and services.

Guidelines

"We want better schools for the children of Saskatchewan..." "Each person in the school is valued as an individual." "Children experience success as they learn the skills required to function as productive members of society..." "Instructional materials and teaching strategies which are most appropriate are selected..." "A variety of learning activities are co-ordinated by trained staff in a well equipped resource centre..." "Many opportunities are available for students to assume responsibility and direct their own learning."[1]

The statements above are some of the expectations that Saskatchewan people hold for their educational system. They were made in 1981 to the Minister's Advisory Committee on Curriculum and Instruction. The mandate of this Committee was to assess the quality of education in the province and to establish direction for the future.

The Committee soon determined that a new set of educational goals was needed to guide the development of an educational program which would meet the needs of individual learners, in an increasingly complex and technological world.

Goals of Education (1984), since adopted by Saskatchewan Education, is a series of statements which defines the knowledge, skills and attitudes that students need to function in the world of today and tomorrow. A core curriculum has been proposed which will ensure that all Saskatchewan students acquire the skills and attitudes necessary for lifelong learning.

The *Goals of Education* affirm Saskatchewan's commitment to meeting the needs of the individual learner. Saskatchewan children have differing levels of ability, varying learning styles and diverse interests. When these factors are combined with the different geographical areas, languages, cultural heritages, ways of life and socio-economic backgrounds characteristic of our province, it is immediately apparent that there are many individual needs to be met through the educational program.

Resource-based learning is an important means by which these individual needs can be met. Resource-based learning encourages students to be active learners and to become involved with a wide variety of learning materials.

Where resource-based programs are in place, the classroom teacher assesses the needs, abilities and interests of individual students, and attempts to meet them by matching the child with the appropriate resources. The strength of resource-based education is in its flexibility, and in the number of options it offers to both the student and teacher who are striving to achieve educational objectives.

1. Resource-based education makes provision for the exceptional child, and the child who needs to learn in a different manner.
2. It allows students to vary the rate at which they learn.
3. It encourages children to be creative, imaginative and curious, and to become active rather than passive learners.
4. Resource-based programs offer the choice of a wide range of print and nonprint resources from which to learn.
5. These programs offer students and teachers the opportunity to choose the location in which to learn, whether in the classroom, the resource centre or the community.
6. The instructor may vary, from the classroom teacher, to the teacher-librarian, to an invited member of the community.
7. Resource-based teaching encourages students to make choices and to accept the responsibility for the outcomes of those choices.[2]

A resource centre program is essential for resource-based instruction. The resource centre program begins with a well-organized collection of print and nonprint materials selected to reflect the curriculum. These materials are just a starting point. From this foundation the resource centre offers planned, purposeful programs which

- allow teachers and teacher-librarians to work together in the development of projects and units to meet the objectives of the curriculum,
- bring students and materials together for both curricular and personal needs,
- assist students to develop skills in finding, generating, evaluating and applying information.

The resource centre program encourages students to become lifelong learners. By teaching students how to independently find, evaluate and apply information, it equips students with skills which will help ensure that learning does not finish with the end of formal education but will continue throughout life.

[1] *Directions: The Final Report.* Minister's Advisory Committee, Curriculum and Instruction, Regina: Saskatchewan Education, 1984.

[2] *The 4th R: Resource Based Learning, The Library Resource Centre in the School Curriculum.* Saskatchewan Association of Educational Media Specialists, 1986.

An effective resource centre program which meets the demands of the curriculum and the learning needs of students is dependent on four basic components: **personnel**, **collection**, **facilities** and **budget**. An imbalance among any of these basic components has an adverse effect on the resource centre program. With an increase in personnel, services become more extensive, more sophisticated, and more focused on achieving the educational goals of the school. As collections develop in size, scope, and variety, it is easier to support individual learning styles of students and varying instructional styles of teachers.

Adequate facilities and sufficient equipment allow for flexibility in scheduling, and make possible the provision of space and equipment for individual, group, and class projects. Budget increases make improvements in each of the three other elements possible.

The resource centre program dictates the direction which each of these four elements--**personnel**, **facilities**, **collection** and **budget**--should take. These elements are interdependent as illustrated in figure 1.

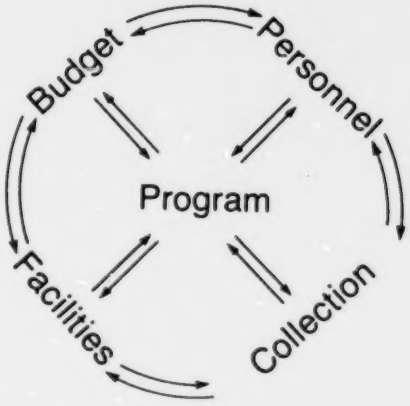
Resource centre services should be documented in policies at each of the three levels of responsibility: provincial, divisional and school. This document, *Resource-Based Learning*, begins with a provincial policy statement. Policies at the divisional and school level can be tailored to the specific situation. They can outline in greater detail the aims and objectives of the resource centre program and the services to be provided.

The charts which follow outline a systematic process for resource centre development. Three phases of development are described for each of the four interrelated components of resource centre service.

The charts should be read both up and down, and across. There are relationships among the three phases as well as among the elements which make up a particular component of the program.

The three phases described in the guidelines represent increasingly sophisticated and complex levels of development. Phase one represents minimum adequacy. Phase three represents excellence, a goal which, with commitment and persistence, can be achieved by all schools in Saskatchewan.

Figure 1. The Dynamics of a Learning Resource Centre



Program

An effective resource centre program designed to achieve the *Goals of Education (1984)* is essential to the total school curriculum. Program requirements are determined by and dependent on personnel, budget, facilities and collections. The program offered in any individual school should reflect the needs, expectations and goals of both the school and the division.

	Phase 1	Phase 2	Phase 3
Curriculum Support	Basic support is offered to the curriculum through the development of a collection of resources and provision of services which ensure access to the resources.	Programs and services are provided which lead to the integration of resources with the teaching program.	Resource centre materials and programs are effectively integrated with the teaching program, including curriculum planning and development.
Library/ Research Instruction	Information skills instruction for students is provided in response to student need.	Information skills instruction is integrated with the instructional program.	Information skills are integrated with the instructional program in a systematic and developmental way through all grade levels.
Co-operative Planning	Programs that encourage the use of resources are provided to groups and individuals.	Co-operative planning occurs between teacher and teacher-librarian to encourage the development of resource-based teaching and learning.	Instructional outcomes are achieved through co-operatively planned and implemented resource-based programs.
Resource-Based Instruction	Materials to support in-class instruction are provided.	Resource-based instruction is provided by teacher and/or teacher-librarian.	Teacher and teacher-librarian share teaching role as a result of co-operative planning.
Inservice	Teachers and teacher-librarian share information about materials and services.	Inservice is focused on co-operative planning.	Formal inservice programs are established to enhance curriculum delivery through co-operative planning and teaching.

	Phase 1	Phase 2	Phase 3
Media Literacy	Instructional program is enriched through resource centre-initiated programs which provide reading, listening and viewing guidance to meet the informational needs of individual students.	Expanded support is offered to the instructional program.	Enhanced support is offered to the instructional program.
School Based Library Policy	The resource centre program is based on provincial and divisional policies.	The resource centre program is based on policies developed at the school level.	Resource centre policy, programs and services are subject to continuing development and evaluation.
Program Advocacy	Teachers and students are encouraged to make effective use of the resource centre and its materials.	The role of the resource centre is effectively articulated to the school and community.	A planned public relations program is initiated, through which the resource centre is advocated as an essential element in the teaching-learning process.
Technical Services	Basic technical services are in place (e.g. circulation, cataloguing, processing, etc.).	Technical services are expanded to serve program needs.	Technical services become increasingly sophisticated in response to program needs.
Co-operation with Other Agencies	External resource centre-related programs, services and resources are part of the resource centre program.	Informal co-operative arrangements are established, which outline the use of resource centre programs, services and materials.	Formal reciprocal agreements with outside agencies are established to outline the use of resource centre-related programs, services and materials.

Note:

The terms "expanded" and "enhanced" are used in several places in this document when referring to aspects of the resource centre program. "Expanded" generally means a growth in quantity; for example, the program may reach more students or teachers, or more teacher-librarian hours may be available. The term "enhanced" usually refers to growth in the quality of the program.

Personnel

An effective resource centre program needs both professional and support staff. A program integral to the total instructional program of the school requires the direction of a teacher-librarian whose time is spent on professional tasks. For example, the teacher-librarian works with teachers to select resources for classroom use, and plans lessons which use those resources effectively. The teacher-librarian also plays an active teaching role with students, and supervises activities of non-instructional resource centre staff.

Library technicians, clerical and/or other non-instructional staff are also important. They catalogue books, process orders, manage the circulation system and carry out other technical and administrative tasks, thus freeing the teacher-librarian for professional responsibilities. The composition of resource centre staff will determine the quality of the program. Successful implementation of a Phase 1 level of service will require access to teacher-librarian services in every school.

	Phase 1	Phase 2	Phase 3
Teacher-Librarian at the School	Access to qualified teacher-librarian at the school level is necessary to provide program.	Qualified teacher-librarian(s) are necessary to plan and manage program.	Qualified teacher-librarian(s) are necessary to plan and manage program. Additional staffing is available to meet demands of expanded program.
School Non-Instructional Staff	Support for the teacher-librarian is provided as needed: e.g. library technician, assistant.	Support for the teacher-librarian is provided as needed: e.g. library technician, assistant.	Support for the teacher-librarian is provided as needed: e.g. library technician, assistant.
Divisional Consultants	One school library consultant per division is responsible for consultation, and professional supervision of resource centre program development.	One or more school library consultants is available as required to ensure development and delivery of resource centre programs.	One or more school library consultants is available as required to ensure development, delivery and evaluation of resource centre programs.
Divisional Non-Instructional Staff	Support at division is provided as needed: e.g. library technician, assistant.	Support at division is provided as needed: e.g. library technician, assistant.	Support at division is provided as needed: e.g. library technician, assistant.
Role Definition	Roles of the resource centre staff are clearly described through policy developed by province and division.	Roles of the resource centre staff are clearly described through policy developed by province, division and school.	Roles of the resource centre staff are continuously evaluated.

	Phase 1	Phase 2	Phase 3
Staff Development	Opportunities for development of resource centre staff are available at the school and divisional level.	Opportunities for development of resource centre staff are extended to the provincial and national level to support expanding program.	Opportunities for development of resource centre staff at the provincial and national level continue.

Note:

1. A qualified teacher-librarian is an individual who has a valid Saskatchewan teaching certificate, and either a university major in school librarianship or a degree in library science.
2. Formulas for staffing may be determined by: per pupil enrolment, number of schools in division, number of students in division, etc..
3. Since approximately two-thirds of schools in the province have fewer than 200 students, an acceptable staffing formula might be: half-time teacher-librarian in schools with fewer than 200 pupil enrolment, full-time teacher-librarian in schools with more than 200 pupil enrolment. Large schools (500 students or more) might require more than one teacher-librarian. Special arrangements for access to teacher-librarians should be made for very small schools.
4. Other factors influencing a staffing formula might include geographic location, divisional services, special programs, language of instruction, community profile, range of course offerings, etc..

Facilities

An effective resource centre program requires adequate facilities to fulfil its goals. Because facilities are semi-permanent and can be difficult and expensive to alter, they should be planned with a view to the future. The amount of space recognized by Saskatchewan Education in its publication *School Facility Guidelines* is basic. More space may be needed as the resource centre program develops. The resource centre facility should be planned so that growth is possible. As the program expands it may be necessary to change the way existing space is used. For example, in a new resource centre when many books are being added to the collection, a considerable amount of staff work space may be needed; later when the pace of collection development is slower, some of this space can be used for shelving, or as a student work area.

Furnishings and equipment are important. The resource centre must be equipped with shelving and cabinets to store resources, with furnishings which provide comfort and convenience, and with equipment which allows resources to be used to maximum advantage. Furnishings and equipment should also be selected with a view to the future. As the resource centre program changes and space is used in different ways, it may be necessary to use the same furniture, shelving and storage cabinets in a variety of configurations.

The overall resource centre design should be attractive and functional so that the library is a pleasant, inviting place for both students and teachers.

	Phase 1	Phase 2	Phase 3
Space	Space is attractively designed • to meet functional needs of the program. • to house collection centrally. • to allow for adaptation and expansion as program develops. • to provide work and study areas for students and teachers. • to provide work space for resource centre staff.	Space is expanded or adapted to meet program needs.	Space is expanded or adapted to meet program needs.
Storage	Shelves, cabinets and other types of storage are adequate to meet program needs.	Existing shelves, cabinets and other types of storage may be rearranged to meet program demands. New storage is acquired if needed.	Existing shelves, cabinets and other types of storage may be rearranged to meet program demands. New storage is acquired if needed.
Furnishings	Furnishings are adequate in quantity and type to meet program needs.	Existing furnishings may be rearranged to meet program demands. Additional furnishings are acquired if needed.	Existing furnishings may be rearranged to meet program demands. Additional furnishings are acquired if needed.
Equipment	Equipment for use of audio-visual material, computer software and for technical processing is adequate in quantity and type to meet program needs.	New equipment is purchased as necessary in order to stay abreast of current technology.	New equipment is purchased as necessary in order to stay abreast of current technology.

Collection

In order to operate an effective resource centre program, every school needs a basic collection. This collection should be expanded and developed to meet the demands of the program and the needs of the teachers and students. The needs of each school will determine the composition of the collection. All materials should be catalogued and organized in order to make them accessible to teachers and students.

	Phase 1	Phase 2	Phase 3
Collection	The resource centre contains a basic collection of print and non-print materials.	The collection is developed to meet the needs of students and teachers. The basic collection is expanded through co-operation with other agencies, as program demands.	The collection is developed to meet the needs of students and teachers. The basic collection is expanded through co-operation with other agencies, as program demands. Resources and information are increasingly accessible, through participation in information networks, and use of technology such as data bases and microfiche.
Organization	The collection is organized and catalogued for easy access and effective use.	The collection is organized and catalogued for easy access and effective use.	The collection is organized and catalogued for easy access and effective use.
Selection	Selection is made by teachers and teacher-librarian from recognized selection aids, and is guided by a divisional selection policy.	Selection and collection development is done co-operatively by teachers and teacher-librarian, using a selection policy developed at the division and school level.	Selection and collection development is done co-operatively by teachers and teacher-librarian, using a selection policy developed at the division and school level.

Note:

1. A basic collection is commonly considered to consist of from five to ten thousand print and non-print items. This number should be doubled in schools with bilingual programs.

Budget

A resource centre program needs an adequate budget if it is to meet the needs of its users. An adequate budget supports and maintains the present resource centre program, and also provides for the further development of programs and services. The budget should give evidence of current need, and be based on program objectives identified through a long-range planning process.

Phase 1	Phase 2	Phase 3
Funding is available to provide for adequate facilities, collections and personnel.	Needs assessment, long range planning and program evaluation are carried out to support budget proposals for additional funding.	Maintenance and expansion of program is supported by program budgeting procedures.

Responsibilities

The province, the school division and the school each has a role to play in the development and maintenance of resource centre services in Saskatchewan. The responsibilities which fall into each jurisdiction's area of responsibility are as follows:

Province

Responsibilities which fall within provincial jurisdiction include:

- providing direction for the development and maintenance of a province-wide system of resource centre service through legislation, regulations and policies.
- developing guidelines to direct the development of resource centre services in Saskatchewan. These guidelines may include:
  - roles of principal, classroom teachers and resource centre personnel (professional and technical)
  - basic collection
  - collection development
  - budget
  - facilities
  - administrative support
  - resource sharing
  - co-operation with outside agencies
  - staffing
  - programming
- providing funding to school divisions through regular operating and capital grants and, where appropriate, through special initiatives.
- developing, communicating and continuously evaluating provincial policies and guidelines relating to resource centre programs.
- assisting school divisions to evaluate and assess their school library policies, guidelines and procedures.

Division

Responsibilities which fall within school division jurisdiction include:

- developing policies, guidelines and procedures for the resource centre program which, while addressing the unique needs of the division, are consistent with provincial policy. These policies and guidelines may include:
  - the division's legal responsibility for providing effective instructional programs
  - staff allocation
  - role of the resource centre
  - resource centre program development, implementation and assessment
  - roles and responsibilities of principal, classroom teachers and resource centre personnel (professional and technical)
  - selection of resources
  - sharing of resources
  - collection development
  - technical services.
- providing funds to division schools for the development and maintenance of effective resource centre programs.
- communicating, and continuously evaluating policies, guidelines and procedures relating to resource centre programs.
- evaluating and assessing resource centre policies and procedures developed in schools.

School

Responsibilities which fall within school jurisdiction include:

- developing statements of goals and objectives for the resource centre program based on the needs of the individual school.
- developing policies and programs consistent with divisional policies and guidelines.
- developing a budget for needed materials, supplies, equipment and services, based on identified resource centre goals and objectives.
- developing, communicating and continuously evaluating policies and procedures for the resource centre program.
- promoting, through the Board of Trustees or the Local School Advisory Committee, the implementation of provincial and divisional policies.

Province	Division	School
• developing an implementation plan to assist all schools to reach an acceptable standard of resource centre service.	• developing short and long-term plans for the implementation of policy and guidelines.	• developing long-term plans for the implementation of resource centre goals and objectives.
• providing leadership in the development of resource centre programs in Saskatchewan through: — inservice — research — dissemination of national and international trends and ideas — a teacher bursary program.	• providing leadership in the development of resource centre programs through: — inservice — professional development opportunities.	• providing co-operative inservice programming for teachers and teacher-librarians.
• providing leadership in the development of consultative services to school divisions.	• providing consultative service to individual schools and across the division.	
• recommending learning resources which support provincial courses of study.	• supplementing basic collections in individual schools by developing and providing access to a central collection.	• developing and organizing, for easy retrieval, a resource collection that supports the curriculum and meets individual and group needs.
	• ensuring the provision of a basic collection and professional services for very small schools.	• providing programs and services that ensure the planned use of the resource collection.
• including in all new curriculum guides, statements relevant to the role of the resource centre in relation to the specific subject area.		
• facilitating co-operation with professional associations and relevant outside agencies, for networking and sharing of resources.	• developing policies and reciprocal agreements relating to resource sharing, for the supplementing of collections at the school and divisional level.	• co-operating in resource sharing agreements initiated by the division.
• co-operating and initiating discussion with appropriate outside agencies, to ensure wide access to information, materials and services not otherwise available in the school.	• co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school.	• co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school.

Province

- effectively communicating the importance of the role of the resource centre and its program to educational partners in the community.

Division

- developing procedures to effectively communicate the importance of the resource centre and its program to the community at large.
- encouraging Boards of Trustees or Local School Advisory Committees to promote in their schools the implementation of provincial and divisional policies.

School

- developing procedures to communicate effectively the importance of the role of the resource centre and its program, to Board of Trustees, Local School Advisory Committee, parents and community.

Appendix A Glossary

Co-operative planning

Planning in which the teacher-librarian and teacher work together to define a particular unit of study and to identify the resources which will be used when teaching the unit.

Information skills instruction

Instruction in which students are taught to find, evaluate and apply information. In the past, information skills were sometimes taught as a separate subject. Today they are integrated with the various subject areas.

Library assistant

A person without formal library-related training whose duties include typing, filing and other clerical tasks. The terms "library clerk" and "library aide" are often used synonymously with "library assistant."

Library technician

A person who has graduated from a Library Technician's Program in a technical institute.

Resource-based learning

Learning/teaching in which students develop knowledge, skills and understandings by using a wide variety of print, non-print and human resources.

Resource centre policy

A policy which describes the relationship of the resource centre to the goals of the school and to the programs which will be implemented in order to achieve these goals.

Resource centre program

Activities and services originating in the resource centre which are designed to achieve the goals of the school.

School library consultant

An experienced teacher-librarian who guides the development of resource centre services in a particular geographic area, or who operates a centralized facility to support individual resource centres.

Teacher-Librarian

A person who has a valid Saskatchewan teaching certificate, and either a university degree in school librarianship or a degree in library/information science. A teacher-librarian is usually responsible for daily operation of one or more resource centres. The term "media specialist" is sometimes used synonymously with "teacher-librarian."

Appendix B Sources

In this document readers are referred to several other publications for additional information. The sources for these publications are given below:

Directions: The Final Report, Minister's Advisory Committee, Curriculum and Instruction, Regina: Saskatchewan Education, 1984.

Available from:

Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Cost: Free

The 4th R: Resource Based Learning, The Library Resource Centre in the School Curriculum, Saskatoon: Saskatchewan Association of Educational Media Specialists, 1986.

Available from:

Saskatchewan School Library Association (formerly SAEMS)
c/o Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon, Saskatchewan
S7J 2H8

Cost: $2.00

Goals of Education, Regina: Saskatchewan Education, 1984.

Available from:

Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Cost: Free

Learning Resource Centres in Saskatchewan, Alixe Hambleton, Regina: Saskatchewan Education, 1983.

Available from:

Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7

Cost: Free

Partners in Action: The Library Resource Centre in the School Curriculum, Toronto: Ontario Ministry of Education, 1982.

Available from:

Publications Centre
5th Floor
880 Bay Street
Toronto, Ontario
M7A 1N6

Cost: $2.00